



Marshall Elementary

1441 Marshall Street
Orangeburg, S.C. 29118

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 826 Students | |
| Principal | Jacqueline M Jamison | 803-534-7865 |
| Superintendent | Mr. Melvin Smoak | 803-534-5454 |
| Board Chair | Mr. Julius Page | 803-534-5454 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------------|
| 2009 | Below Average | Below Average |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |
| 2006 | Below Average | At-Risk |
| 2005 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

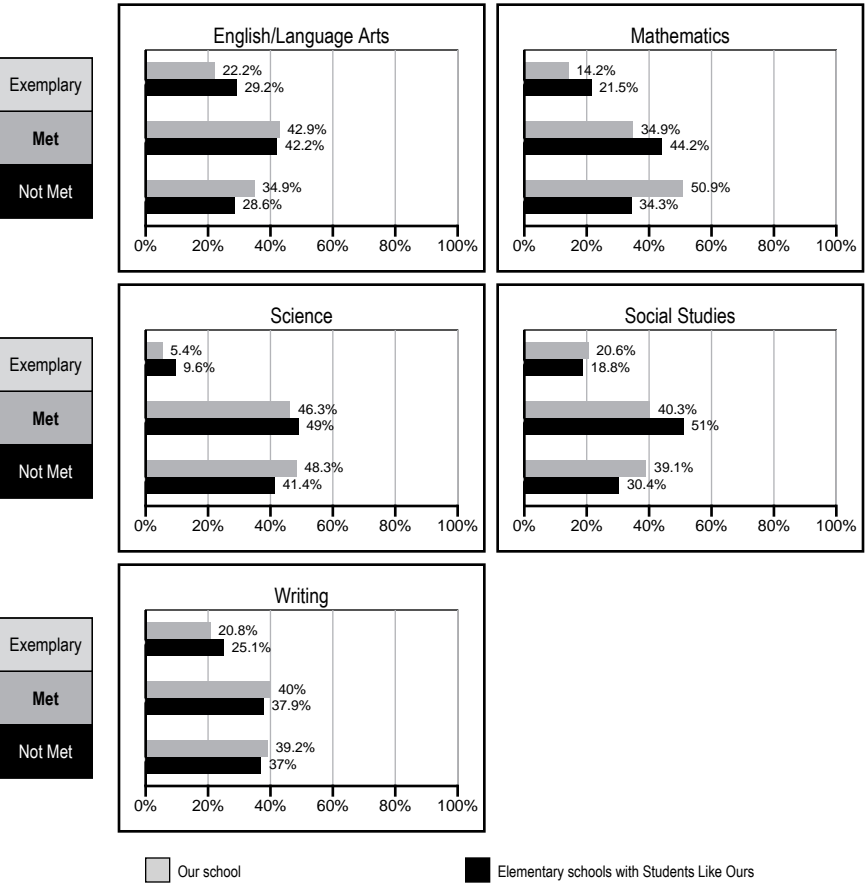
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 6 | 89 | 20 | 1 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=826) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 90.9% | 100.0% | 100.0% |
| Retention rate | 2.7% | Down from 5.0% | 2.5% | 1.9% |
| Attendance rate | 95.9% | Down from 96.4% | 96.0% | 96.3% |
| Eligible for gifted and talented | 4.8% | Up from 3.8% | 7.1% | 10.0% |
| With disabilities other than speech | 7.9% | Up from 6.4% | 9.2% | 7.7% |
| Older than usual for grade | 1.1% | Down from 1.5% | 0.7% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=52) | | | | |
| Teachers with advanced degrees | 75.0% | Up from 70.9% | 57.1% | 59.4% |
| Continuing contract teachers | 75.0% | Down from 81.8% | 80.6% | 80.0% |
| Teachers with emergency or provisional certificates | 2.2% | Down from 4.4% | 0.0% | 0.0% |
| Teachers returning from previous year | 86.2% | Down from 89.8% | 85.5% | 85.9% |
| Teacher attendance rate | 97.0% | Up from 94.1% | 94.9% | 95.1% |
| Average teacher salary* | \$46,830 | Up 2.3% | \$46,512 | \$47,149 |
| Professional development days/teacher | 12.2 days | Up from 10.0 days | 12.0 days | 11.1 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.9 to 1 | Up from 14.4 to 1 | 18.5 to 1 | 18.8 to 1 |
| Prime instructional time | 91.6% | Up from 88.9% | 89.9% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 97.5% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$7,032 | Up 4.9% | \$7,666 | \$7,458 |
| Percent of expenditures for instruction** | 72.5% | Down from 73.1% | 68.5% | 68.8% |
| Percent of expenditures for teacher salaries** | 67.4% | Up from 51.4% | 62.0% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Marshall Elementary School's mascot is the bumblebee. Its ability to fly defies the theory of aerodynamics and achievement of the impossible. Students, parents, faculty, and staff at Marshall are demonstrating daily, the ability to reach for the impossible. We work hand in hand to achieve success; create an innovative, exciting learning environment; lead by example; and face challenges knowing that we can achieve the impossible.

During 2008-2009 school year, we have definitely demonstrated our ability to spread our wings and fly. Four students on the school's Mathfest team were state champions. Our robotics team received various awards in the district-wide robotics competition. Students participated in both a Choral and Instrumental Clinic and received a rating of superior in both categories. Understanding the importance of helping those in need, and placed second in the district-wide March-of-Dimes competition. The title of "District Volunteer of the Year" was awarded to a Marshall parent.

In addition, we continue to celebrate the accomplishments of our students who achieve the honor of Principals List (all A's) with a Principal's Dinner. Students on Honor Roll and with Perfect Attendance are recognized quarterly. Students demonstrating "Bee Attitudes" receive incentives such as "Morning at the Movies" or lunch at a local restaurant.

Marshall Elementary School understands that in order to continue on our flight and achieve all goals, we must be a true learning community for all stakeholders. Teachers and staff are participating in training and inservices across the curriculum, and are constantly analyzing data. Data results are the driving force behind our instruction and for making positive decisions.

Although we are taking flight and achieving success, we realize the constant need for growth and improvement. Our data indicates a strong need to focus on mathematics. The school is in the process of creating a plan of action to address this area of weakness. Parental involvement remains a concern at Marshall. Our School Improvement Council administered a survey to parents in order to identify their needs. The results indicated that many of our parents would like the school to offer Saturday Workshops. We will be implementing this strategy during the upcoming school year.

With the determination of all "bees" working together, we will continue to take flight and reach the level of success deemed impossible!

Jacqueline Jamison, Principal
Diane Jackson, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 59 | 115 | 62 |
| Percent satisfied with learning environment | 88.1% | 74.6% | 85.2% |
| Percent satisfied with social and physical environment | 93.1% | 60.7% | 83.1% |
| Percent satisfied with school-home relations | 72.4% | 77.9% | 83.3% |

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.9% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.7% | 0.0% | No |
| Student attendance rate | 95.9% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 371 | 99.7 | 34.5 | 42.7 | 22.9 | 77.7 | 75.6 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 202 | 100 | 39.2 | 40.7 | 20.1 | 75.8 | 70.3 | 79.3 | N/A | N/A |
| Female | 169 | 99.4 | 28.8 | 45 | 26.3 | 80 | 81.1 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 23 | 100 | 34.8 | 43.5 | 21.7 | 69.6 | 82.8 | 89.5 | I/S | I/S |
| African American | 337 | 99.7 | 35.4 | 43.2 | 21.4 | 77.6 | 74.9 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 100 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 54.2 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 64 | 100 | 71 | 17.7 | 11.3 | 50 | 52.3 | 52 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 2 | I/S | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 66.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 280 | 99.6 | 44.3 | 41.7 | 14 | 71.6 | 73 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 371 | 99.7 | 50.3 | 35 | 14.7 | 63 | 66.3 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 202 | 100 | 51.5 | 35.1 | 13.4 | 59.3 | 62.5 | 77 | N/A | N/A |
| Female | 169 | 99.4 | 48.8 | 35 | 16.3 | 67.5 | 70.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 23 | 100 | 56.5 | 34.8 | 8.7 | 60.9 | 77.3 | 87.2 | I/S | I/S |
| African American | 337 | 99.7 | 51.2 | 34.2 | 14.6 | 62.1 | 65.1 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 94.7 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 58.3 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 64 | 100 | 79 | 12.9 | 8.1 | 22.6 | 37.9 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 2 | I/S | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 66.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 280 | 99.6 | 57.6 | 32.6 | 9.8 | 57.2 | 62.9 | 70.2 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 253 | 100 | 47.7 | 46.1 | 6.2 | 52.3 | 52.6 | 67.5 |
| Gender | | | | | | | | |
| Male | 135 | 100 | 50.4 | 45.7 | 3.9 | 49.6 | 51.1 | 67 |
| Female | 118 | 100 | 44.6 | 46.4 | 8.9 | 55.4 | 54 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 17 | 100 | 52.9 | 41.2 | 5.9 | 47.1 | 64.7 | 79.5 |
| African American | 227 | 100 | 48.4 | 46.1 | 5.5 | 51.6 | 51.3 | 50.3 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 93.3 | 84.3 |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 21.4 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 41 | 100 | 76.9 | 15.4 | 7.7 | 23.1 | 27.2 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | 2 | I/S | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 41.7 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 187 | 100 | 58.9 | 38.3 | 2.9 | 41.1 | 47.5 | 55.1 |

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 250 | 99.2 | 38.5 | 41 | 20.5 | 61.5 | 61.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 140 | 99.3 | 40 | 36.3 | 23.7 | 60 | 59 | 71.5 |
| Female | 110 | 99.1 | 36.5 | 47.1 | 16.3 | 63.5 | 63.6 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 16 | 100 | 43.8 | 37.5 | 18.8 | 56.3 | 74.7 | 80.7 |
| African American | 227 | 99.6 | 39 | 40.4 | 20.6 | 61 | 60 | 60 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 88.5 |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 30 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 44 | 100 | 74.4 | 18.6 | 7 | 25.6 | 39.3 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | 2 | I/S | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 188 | 98.9 | 46.1 | 40.4 | 13.5 | 53.9 | 56.8 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 368 | 98.9 | 39 | 40.1 | 20.9 | 61 | 61 | 70.2 | 95.9 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 199 | 99 | 44.8 | 39.1 | 16.1 | 55.2 | 54 | 63.2 | 95.8 | 95.5 |
| Female | 169 | 98.8 | 32.1 | 41.4 | 26.5 | 67.9 | 68.4 | 77.5 | 96 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 23 | 100 | 43.5 | 43.5 | 13 | 56.5 | 64.8 | 79.1 | 93.5 | 94.4 |
| African American | 336 | 98.8 | 39.8 | 39.4 | 20.8 | 60.2 | 60.6 | 57.6 | 96.1 | 96 |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 100 | 86.2 | 94.6 | 95.7 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 40 | 62.6 | 95.4 | 94 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 96.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 63 | 93.7 | 82.8 | 13.8 | 3.4 | 17.2 | 23.4 | 26.1 | 95.9 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | 91.4 | 95.7 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 56.3 | 61.2 | 95.1 | 94.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 273 | 99.3 | 46.4 | 38 | 15.6 | 53.6 | 57.5 | 58.9 | 95.4 | 95.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 125 | 100 | 24.4 | 44.5 | 31.1 | 75.6 |
| | 4 | 133 | 100 | 39.1 | 41.4 | 19.5 | 60.9 |
| | 5 | 113 | 99.1 | 40.2 | 42.1 | 17.8 | 59.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 125 | 100 | 50.4 | 31.1 | 18.5 | 49.6 |
| | 4 | 133 | 100 | 48.4 | 36.7 | 14.8 | 51.6 |
| | 5 | 113 | 99.1 | 52.3 | 37.4 | 10.3 | 47.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 63 | 100 | 43.1 | 48.3 | 8.6 | 56.9 |
| | 4 | 133 | 100 | 48.4 | 46.1 | 5.5 | 51.6 |
| | 5 | 57 | 100 | 50.9 | 43.6 | 5.5 | 49.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 63 | 96.8 | 33.3 | 41.7 | 25 | 66.7 |
| | 4 | 132 | 100 | 35.4 | 46.5 | 18.1 | 64.6 |
| | 5 | 55 | 100 | 51.9 | 26.9 | 21.2 | 48.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 122 | 98.4 | 40.2 | 37.6 | 22.2 | 59.8 |
| | 4 | 131 | 98.5 | 35.2 | 46.9 | 18 | 64.8 |
| | 5 | 115 | 100 | 42.2 | 34.9 | 22.9 | 57.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample